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ABSTRACT

The Convenience Store Workplace Literacy Curriculum was developed for English-as-a-Second-Language classes offered by the Southland Corporation, 7-Eleven stores, through a national workplace literacy grant. It is based on an analysis of the tasks and interactions common to a convenience store worksite. Store employees, managers, field consultants, and new employee trainers all contributed to the analysis to ensure the curriculum would meet their current needs. Each of four units contains objectives in the form of competencies (specific job tasks) and specified language functions (purposes of communication). Each unit is organized into a format that includes the competencies, suggested activities for warm-up/review, presentation, practice, evaluation, and application of material. Worksheets are included, along with instructions for the teacher. The first unit, "Introducing Ourselves and Our Worksite," enables employees from different stores to establish trust as a team and provides an opportunity for assessing their language/literacy development and their expectations for the class. Four subsequent units center around a particular job duty: Responding to Customer Concerns and Complaints; Handling and Preventing Robbery/Shoplifting; Handling Alcohol Related Sales; and Responding to Customer Requests. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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ED 363 145

CONVENIENCE STORE WORKPLACE LITERACY CURRICULUM

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ARLINGTON EDUCATION AND EMPLOYMENT PROGRAM (REEP)
ARLINGTON COUNTY PUBLIC SCHOOLS
ARLINGTON, VIRGINIA

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May, 1993

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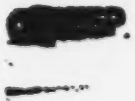


CONVENIENCE STORE WORKPLACE LITERACY CURRICULUM

INTRODUCTION

The Convenience Store Workplace Literacy Curriculum was developed for English-as-a-Second Language classes offered by the Southland Corporation, 7-Eleven stores, through the Arlington Education and Employment Program's (REEP) National Workplace Literacy Grant. It is based on an analysis of the tasks and interactions common to a convenience store worksite. Store employees, managers, field consultants, and new employee trainers all contributed to the analysis to ensure the curriculum would meet their current needs.

It is recommended that each new class begin with a needs assessment of that particular group's goals and desires for the class, along with those of their individual store managers. The teacher can then choose appropriate units from the curriculum or develop others as warranted.

Organization

The first unit, "Introducing Ourselves and Our Worksite," enables the employees, coming from different stores, an opportunity to get to know each other and establish trust as a team. It also provides an opportunity to assess where they are in terms of language and literacy development and what their expectations are for the class. The four subsequent units each center around a particular job duty.

For each unit, objectives in the form of competencies (specific job tasks) and language functions (purpose of communication) are specified in the list of contents. Each unit is organized into a unit plan format, beginning with the competencies and followed by suggested activities for warm up/review, presentation, practice, evaluation, and application of material. Worksheets are included for the suggested activities, along with instructions for the teacher. **Please note:** Several worksheets have been deleted from the ERIC document because they are proprietary to the Southland Corporation. However, teachers can easily create their own worksheets from material available from their specific worksites.

USING THE CURRICULUM

Lesson Planning

Before beginning a unit, look over the competencies, language functions, and unit lesson plan. Decide which can be combined to form communicative situations for instructional focus in a particular class time period. The same format as the unit lesson plan may be used to organize the class lesson plan.

1. **Warm-up/Review**--Review previous class material and then relate the current class material to that lesson or the needs assessment.

2. **Presentation**--Select an activity to introduce the day's situation in context. Elicit appropriate information such as who, what , where, why, company policy, and possible action/dialog.

3. **Practice**--Select from the activities provided in the unit plan or create your own activities that allow the employees to practice the language and/or use the knowledge presented.

4. **Evaluation**--Determine which activity (from step 3 or a new activity) will enable you to evaluate student performance. Achievement of a competency should be based on demonstrated performance in a job role situation.

5. **Application**--Select an application activity that gives employees an opportunity to personalize the language or situation being discussed and encourage them to use their knowledge outside of the classroom.

Evaluation

Evaluation is an integral part of a workplace literacy class, providing data for the continuation of a workplace program that meets both the employees' learning goals and the employer's goal to enhance the company's daily operations. It provides feedback to:

-the employees on their progress
-the employers on success in meeting the company's aims
-the instructor on adjustments and changes that may need to take place in the instructional program to meet those goals.

In the classroom, evaluation of learner progress is:

-on-going
-related to the curriculum
-based on demonstrated performance in job-role situations.

On the job, evaluation procedures (usually carried out the by the supervisor) take note of changes in:

-confidence
-performance
-productivity
-work habits
-improved use of English.

Employees may be asked to fill out self-evluation forms or class evaluation forms. They are also given a post-test at the end of instruction to measure overall proficiency gains. Supervisors are asked to comment on the impact the instruction has had on the worksite. All of the data collected from these evaluations are considered not only in measuring the success of the current program but also in planning for the future.

CONVENIENCE STORE CURRICULUM OUTLINE

UNIT: INTRODUCING OURSELVES AND OUR WORKSITE

Competencies:

Personal Information
- Introduce self and others.
- Answer requests for personal identification information orally and writing.

Job Tasks
- Identify job tasks.

Needs Assessment
- Map the communication network at the job site
- Assess own language needs in relation on job tasks

Intercultural Experience
- Identify cultural groups represented in the class and at own worksite
- Distinguish between an observation and interpretation

UNIT: RESPONDING TO CUSTOMER CONCERNS AND COMPLAINTS

Competencies:
- Define the term "customer" according to store policy
- Identify customer service standards as established by the store
- Carry out a basic sales transaction
    - Language functions:
        - greet customer
        - offer assistance
        - announce item price
        - ask for additional/related sales
        - announce amount of payment
        - thank customer
- Respond appropriately to customer concerns and complaints
    - Language functions:
        - greet customer
        - offer assistance
        - apologize
        - offer alternative
        - explain policy
        - thank customer
- Fill out a customer service satisfaction expense report

UNIT: HANDLING AND PREVENTING ROBBERY/SHOPLIFTING

Competencies:

- Identify ways to prevent robbery
- Respond to robber's demands
  - Language functions:
    - agree to robber's demands
    - warn of surprises
- Report robber to proper authority
  - Language functions:
    - describe robber
    - describe get-away vehicle
    - describe items taken
- Fill out local police department report form
- Respond to shoplifter
  - Language functions
    - greet customer
    - inquire about intent to purchase

UNIT: HANDLING ALCOHOL RELATED SALES

Competencies:

- State legal sales hours
- Ask customer for proper ID
- Refuse sale when necessary
  - Language functions:
    - greet customer
    - refuse sale
    - explain policy

UNIT: RESPONDING TO CUSTOMER REQUESTS

Competencies:

- Respond to requests for item location
  - Language functions:
    - greet customer
    - describe item location
    - give directions

- Respond to requests for refund
    Language functions:
        greet customer
        offer assistance
        ask for receipt
        count out refund
        thank customer
        record appropriate information on form

- Respond to requests for money order
    Language functions:
        greet customer
        offer assistance
        verify amount of money order requested
        explain fee
        thank customer
        imprint money order correctly, using money order machine

- Accept checks
    Language functions:
        ask for identification
        verify amount
        match name and signature

Other possible units/competencies:

Receive vendor deliveries
- log in deliveries
- count items
- compare delivery to invoice

Stock and price merchandise
- read codes
- read prices
- interpret store layout

Report and prevent accidents and emergencies
- identify procedures for picking up broken glass
- identify procedures for cleaning up spills
- explain correct way to lift heavy objects
- identify the location of fire extinguisher
- describe injury
- report injury to proper authority
- read material safety data sheets

Handle lottery sales
- greet customer
- offer assistance
- repeat name of game customer requests
- ask customer for numbers
- repeat numbers
- report amount due
- count change
- thank customer
- enter numbers in machine

Report absence or lateness
- describe illness
- state reason for absence/lateness
- state intended return date

Answer the telephone
- identify store
- identify self
- offer assistance

Report equipment failures
- describe problem
- identify store (by number)
- report problem to appropriate authority

UNIT LESSON PLAN: INTRODUCING OURSELVES & OUR WORKSITE

Unit Competencies

Personal Information:
- Introduce self and others
- Answer requests for personal identification orally and in writing.

Job Tasks:
- Identify job tasks

Needs Assessment:
- Map the communication network at the job site.
- Assess own language needs in relation to job tasks.

Intercultural Experience:
- Identify cultural groups represented in the class and at own worksite
- Distinguish between an observation and an interpretation.

Warm up/Review

Beginning unit: no review

The beginning class sets the tone for the entire course. Explain the purpose of the class with emphasis on the instructional content being relevant to the employees' jobs. Give examples [Talking with customers. Following safety procedures] and elicit employees' expectations and needs.

Presentation

Personal information-
Employees from different worksites may not know each other. Elicit from employees the questions they are usually asked when they meet new people or apply for a job. Then elicit what they want to know about you. These are the questions and answers that they will be practicing in this unit.

Job Task and Needs Assessment-
Pursue in detail the employees wants and needs to help determine course content.
First, have students analyze own job for duties, skills necessary to carry out those duties, and perceived ability. Then prioritize class needs, accounting for both employer and employee input.

Intercultural experience-
The employees may come from many cultural backgrounds and serve customers who are also from many different cultures. Provide an activity that will focus attention on how cultural

differences may affect attitudes towards their job and lead to assumptions about workplace customs, values, and interactions that may or may not be true.

Practice

Getting to know you, 1
Cultural map of our workplace, 2
Communication network, 3
Analyzing job tasks, 4
Prioritizing needs, 5
Personal information form, 6
Cultural Awareness Teaching Techniques
by Jan Gaston. Pro Lingua Associates, 1984
"Family Tree" p15
"Observation and Interpretation" p20
"Empathy" p65, use **On the Job** for problem solving activity

Evaluation

Because the thrust of the unit is on gathering information about each other and analyzing needs, evaluation might consist only of the completion of the practice activities.

Application

Have the whole class come to agreement on course content, taking into account the viewpoint of the employer as well as their own wants and needs.

INSTRUCTIONS FOR THE TEACHER

Worksheet 1: Getting to Know You

-- Brainstorm information questions one would ask someone that you meet for the first time.
-- Model the activity for the employees:
    Choose 3 questions and write them in the boxes across the top, on the same line as name. Ask a student to spell his/her name and write it in the blank name box, then ask the student the questions and write the responses in the appropriate boxes. Do this for several students.
-- Have the employees each choose three questions they want to ask and write them in the boxes on the same line as name. Every employee does not need to have the same questions.
-- Have them circulate and ask their questions to 4 or 5 people, following the model.
-- Process the information by asking each student who he/she talked to and what the person answered.

Worksheet 2: Cultural Map of our Workplace

-- If students come from more than one worksite, group students according to store.
-- Have the students complete the exercise, putting in the names of store employees rather than students in the class.
-- In classes where groups consists of employees from more than one store, employees can just put the number of employees from each country rather than write the names.
-- On a wall map, put up the names of the employees in the class (use post-its) according to country.
-- Discuss questions on worksheet.

Worksheet 3: Communication Network

-- Model the mapping of a work communication network using a transparency or newsprint
    Write your name in the middle.
    Map out whom you talk to at work: colleagues,supervisor/coordinator, director, etc.
-- Have employees each map out their own communications network.
-- Model what you talk about with those individuals in your network.
    Coordinator: schedule, resources, policy
    Colleagues: ask for ideas, weather, family
-- Have employees list what they talk about with those in their networks.
-- On newsprint,create one network for the whole class.
    Elicit network from students.
    Indicate by boxing in or underling in different colors who is most important to communicate with, who is next, etc (Customers should appear high on the list).
-- Decide from this what areas might be important to study in this class.
-- Keep this and post it every class, use as driving force behind course content,refer to frequently.

(See **Learning to Learn English**, by Gail Ellis and Barbara Sinclair, Cambridge University Press, 1989, for additional help with worksheets 4 and 5)

Worksheet 4: Analyzing job tasks

-- Have employees list job tasks/duties in the first column and check the skills necessary to complete the tasks.
-- Model the exercise on a transparency.
-- Collect from each student and make a composite list to discuss at the next class, use in determining class content.

Note: computation refers to counting and math, making decisions refers to problem solving, and job information refers to job knowledge.

Worksheet 5: Prioritizing needs

-- Have employees think about their skills and needs in relation to their jobs.
-- Model the two activities.
-- Collect results and tabulate priorities for the class.
For each skill in activity 2, find the class average and use that as a basis for setting course content.

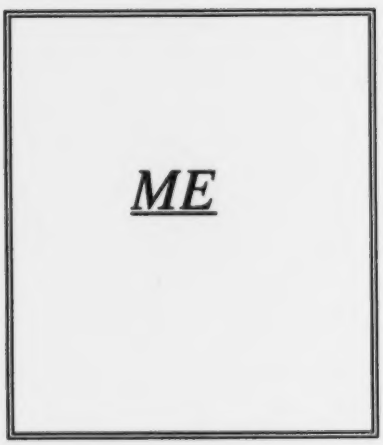
Use the information gathered from Worksheets 3, 4, and 5 to negotiate course content.

Worksheet 6: Personal Information

-- It's a good idea to keep a copy of this form for yourself in case you need to contact the employees for any reason.

GETTING TO KNOW YOU

NAME			


ME

Personal Information

Name_____
last/family first

Home telephone number_____

Store Number_____

Store address_____
number street

_____
city state zip code

Store telephone number_____

Work schedule_____
days hours

Personal Information

Name_____
last/family first

Home telephone number_____

Store Number_____

Store address_____
number street

_____
city state zip code

Store telephone number_____

Work schedule_____
days hours

PROBLEM SOLVING ACTIVITY

SUGGESTED STEPS

Write up a problem that was brought to your attention by an employee or employer.

Step 1: Explain where the problem came from and give students a copy of the problem.

Steps 2-3: Have students read problem silently and have them identify vocabulary they do not understand. Ask some questions to see if they understand to story.

Step 4: Ask students to identify the problem(s) and list them on the chalkboard.

Step 5: Have students identify and discuss possible solutions either as a whole group or in small groups, depending on the level of the class and their experience with problem solving.

Steps 6-8: Divide students into small groups (4-6), have them share their solutions, identify consequences of each and reach consensus if possible.

Step 9: Have one person from each group report back to the whole class the decision of the group.

Step 10: Have individuals write down their own solutions. Collect the papers to obtain input on effectiveness of the problem solving process and the language difficulties encountered.

Adapted from ESL Teacher Institute Training Module in Problem Solving, ACSA Foundation for Educational Administration, 1989.

Unit Lesson Plan: Responding to Customer Concerns and Complaints

Unit Competencies

- Define the term "customer" according to store policy
- Identify customer service standards as established by the store.
- Carry out a basic sales transaction.
- Respond appropriately to customer concerns and complaints.
- Fill out a customer service satisfaction expense report.

Warm up/Review

Review previous lessons. Relate them to the current unit.

Presentation

Ask the employees to define "customer". Compare their definition to that described in company policy. Give them a copy of the company definition. Have them circle any unknown vocabulary. Discuss this vocabulary first, then go over sheet to make sure policy is clear. Point out that in this unit they will be practicing how to satisfy customer concerns and complaints.

Practice

What is a customer? 1 (or definition of costumer taken from store policy book)
Customer Service Standards 2
Customer Service Concerns 3
Expense Report 4
Jeff's Problem 5

Evaluation

Using the concerns and responses from the Customer Service Concerns sheets (3), have an employee role play the cashier. The teacher or another employee may act as the customer.

Application

Have employees keep a running list of customer complaints that they deal with over a specified period (for a week, until next class) and how they responded. Bring to class to discuss. (Worksheet 6).

Instructions for the teacher (If the store does not provide written policy that can be used as worksheets, the teacher can make them up or have the class do it.)

Worksheet 1: What is a customer?

-- Elicit definition of customer from employees.
-- Hand out worksheet.
-- Have employees read silently and circle vocabulary they don't know.
-- Discuss vocabulary, making sure each point is understood.
-- Ask what this means in terms of service.
-- Elicit form the employees work experiences about serving customers.

Worksheet 2: Customer Service Standards (What the employer says an employee should do/say.)

-- Elicit what an employee says when a customer enters the store or comes to the counter to pay (Greeting, "Will there be anything else?", tell about specials, announce price, plus sell, thank customer.)
-- Hand out worksheet.
-- Relate each point on worksheet to phrases elicited in first step.
-- In pairs, have students write a dialog that incorporates standards.
-- Pairs practice dialogs and perform for the class.

Worksheet 3: Customer Service Concerns (Typical complaints and response employer would like.)

-- See what knowledge employees already have regarding responses to concerns/complaints
Cut up pairs of "concerns" and "responses" so that 5 or 6 pairs are grouped together in one envelope
Distribute one envelope to a group of 3 or 4 students
Have the students try to pair the appropriate response with the concern (It may be helpful to first have the employees put the slips of paper into two piles: concerns and responses)
When completed to the group's satisfaction, have each group check their work with the worksheet
Groups can then exchange envelopes
-- Elicit dialogs from employees that role play various concerns and responses or have the employees work in pairs to write dialogs.
-- For the next several classes, practice role-playing a different situation each class period.

Worksheet 4: Expense Report (Written record of returned items and their value.)

-- Ask employees how they record customer concerns.
-- Show expense report form (a transparency is helpful.)
-- Practice filling in according to role plays practiced each day.

Worksheet 5: Jeff's Problem

-- Problem solving activity.

Worksheet 5

Jeff's Problem

Recently, Jeff bought a hot dog for lunch at a fast food restaurant. Later that afternoon he began to feel sick and had to leave work. That night he was awake all night with a violent stomachache. The only food he had eaten all day was that hot dog. No one else in his office got sick. Jeff felt that the hot dog may have been spoiled.

Two days later, when he was feeling better, he went back to the restaurant to complain. The cashier said that he couldn't help and that the manager had just left. Jeff was not very happy. The cashier asked for his name telephone number, but he didn't write it down. A week has passed and no one from the restaurant has called Jeff to follow up. Now Jeff is very angry.

Customer Concerns and My Response		
Employee name:		
DATE	CONCERN	RESPONSE

Unit Lesson Plan: Handling and Preventing Robbery/Shoplifting

Unit Competencies

- Identify ways to prevent robbery
- Respond to robber's demands
- Report robbery to proper authority
  - Describe robber
  - Describe get-away vehicle
  - Describe items taken
  - Fill out local police department report form
- Respond to shoplifter

Warm up/Review

Review previous lessons. Relate them to the current unit

Presentation

Ask the employees if any have been in the store during a robbery. Elicit what happened and what their response was. Ascertain if there were any difficulties in reporting the incident. Indicate that in this unit they will be practicing what to say during a robbery and how to explain the incident to the store manager and police.

Practice

Flash cards/pictures of measures to prevent robbery (See store policy guide.)
Pictures of "robbers" and. "get-away vehicles".
Robbery prevention matching, 1 (Can be made from pictures used for flash cards.)
Black line masters from Basic Vocabulary Builder, National Textbook Company, 1988.
  Clothing, 2
  Accessories, 3
Pronoun/Clothing grid, 4
Local police department report form, 5
Pronunciation Pairs, Baker and Goldstein, Cambridge University Press, 1990, Unit 5.

Evaluation

Procedure during robbery/shoplifting: hold up one of the flash cards and have employee identify what the action is and whether it is a do or a don't.
Responding to robber: role play.
Reporting robbery: Hold up picture of a "robber" for 10-15 seconds. Put the picture down and have employees fill out a copy of the police report form.

Application

Have each employee interview a colleague about a robbery. (The class may want to construct a questionnaire)
Have each report the incidents back to the class.

Instructions for the teacher

Flash cards

- Make flash cards.
- Show the employees the flash cards one at a time and try to elicit what each means.
- Or, write the descriptive sentences on a tear sheet. Hand out the cards to the employees and have them put the cards next to the appropriate sentences.
- Show the policy book where the pictures come from. Ask if they have seen it and if they have their own copy.

Pictures of "robbers" and "get-away vehicles"

- Magazines are good sources of pictures. Cut them out and mount them on cardboard. (Mount some so that two pictures are side by side on one piece of cardboard.)
- Show a picture and ask employees to describe that person. This helps determine what they already know and what needs to be worked on. Do this for a few pictures but don't frustrate the employees if they are having trouble.
- Review items of clothing (see black line masters), colors, and descriptors for height, weight, etc.
- Show a picture for several seconds then remove it from view. Ask employees to describe orally or in writing what they saw.
- Show a card with two pictures side by side. Remove from view and ask to describe the person on the right or the left. (Do not indicate before hand which one they will be asked to describe.)

Worksheet 1: Robbery Prevention matching

- Use after employees have mastered flashcards and are familiar with guide book.
- This is very easy for most employees, but serves as a good review.

Worksheets 2 and 3: Blackline masters on clothing and Accessories

- On a tear sheet, draw a series of blank lines corresponding to the blanks on each page (that is, 16 blanks or 4 rows of 4 blanks.)
- Ask the employees which items they know. Write them in the blanks.
- Supply the rest.
- Have students copy the words on their own sheets.
- Provide any additional vocabulary that may have come up in the discussion of the magazine pictures.
- This may be a good departure point for some pronunciation work with vowel sounds (see Pronunciation Pairs.)

Worksheet 4: Pronoun/Clothing Grid

- Using the Lipsom Method, have employees practice the phrase "He/She was wearing_____".
  Point to a pronoun picture and item of clothing.
  Have an employee say the sentence.
  For example, point to "she"and "pantsuit." Employee says,, " She was wearing a pantsuit".
- Add colors by making colored squares along the top row in the blank boxes.
- Point to pronoun, color, and item (in that order to help reinforce word order in the sentence.)
- Have the employee say the new sentence such as, "He was wearing blue pants".
- After several practices, employees can work in pairs. One doing the pointing and the other practicing.

Worksheet 5: Local Police report

- Have students practice filling out the form.
- Magazine pictures of people and vehicles may be used as prompts.

Unit Lesson Plan: Handling Alcohol Sales

Unit Competencies

- State legal sales hours
- Ask customer for proper ID
- Refuse sales when necessary

Warm up/Review

Review previous lesson. Relate them to the current unit.

Presentation

Elicit from employees policies regarding alcohol sales. Then ask them what would happen if they did not follow that policy-- employee might lose job, store could lose license. Present a scenario such as a young-looking person wanting to buy beer. Elicit a possible dialog from the employees.

Practice

Role plays

Evaluation

Set up a role play in which an intoxicated customer tries to buy beer or wine. The employee should refuse the sale as tactfully as possible without calling the customer intoxicated, except as a last resort.

Application

Have the employees keep a record of times they had to ask for ID, refuse a sale due to restricted hours, intoxication, or second party sales.

Unit Lesson Plan: Responding to Customer Requests

Unit Competencies

- Respond to requests for item location
- Respond to requests for a refund
- Respond to requests for money order
- Accept checks

Warm up/Review

Review previous lessons. Relate them to the current unit

Presentation

Refer to the communication network diagram developed during the first week of class. Point out the kinds of interactions that the employees said they have with customers. Ask which requests are most frequent and which they feel they have the most difficulty with. Work on these requests first (Employees mentioned item location/directions. Store managers expressed concern over handling refunds -- $5.00 can be handled on the spot, more must be referred to the manager).

Practice

Store diagram 1
Store vocabulary 2

Evaluation

Role play various request situations. Have the employee being evaluated play the role of the employee/cashier. The role of the customer may be played by another student or the teacher

Application

Have the employees keep a record of requests made to them over a period of time. Bring their records back to class for discussion.

Instructions for the teacher

Worksheet 1: Store diagram

- Have employees draw a floor plan of their store, writing items on the shelves/counters.
- Gather the floor plans and compile a list of store items for vocabulary/spelling study.
- Make a composite store and use to practice giving item location.
- (Names of the store items can be written on 5x8 cards and placed around the room to simulate a store set up. Have employees role play asking and responding to requests for items and their location).

Worksheet 2: Store vocabulary

- Have the class develop a list of items sold in the store.
- Categorize items according to the lay out.

Convenience Store Progress Report

Employee name: _____ Store _____

Teacher: _____ Start date _____

Introducing Ourselves and Our Worksite

Personal Information
-Introduce self and others. ____
-Answer requests for personal identification information orally and in writing. ____
Job Tasks
-Identify job tasks. ____
-(Write about typical workday.) ____
Needs Assessment
-Map the communication network at the job site ____
-Assess own language needs in relation to job tasks ____
Intercultural Experience
-Identify cultural groups represented in class and at own work site ____
-Distinguish between an observation and an interpretation ____

Responding to Customer Concerns and Complaints
-Define the term "customer" according to store policy ____
-Identify customer service standards as established by the store ____
-Carry out a basic sales transaction ____
Language functions:
greet customer ____
offer assistance ____
announce item price ____
ask for additional/related sales ____
announce amount of payment ____
thank customer ____
-Respond appropriately to customer concerns and complaints ____
Language functions:
greet customer ____
offer assistance ____
apologize ____
offer alternative ____
explain policy ____
thank customer ____
-Fill out a customer service satisfaction expense report ____
-Ask co-worker for assistance ____
-(Write about an incident with a customer.) ____

Handling and Prevention Robbery/Shoplifting
-Identify ways to prevent robbery. ____
-Respond to robber's demands ____
Language functions:
agree to robber's demands ____
warn of surprises ____
-Report robber to proper authority ____

Language functions:
describe robber ____
describe get-away vehicle ____
describe items taken ____
-Fill out local police department report form ____
-(Write about a robbery incident.) ____

Handling Alcohol Related Sales

-State legal sales hours ____

-Ask customer for proper ID ____

-Refuse sale when necessary ____

Language functions:

- greet customer ____
- refuse sale ____
- explain policy ____

Responding to Customer Requests

-Respond to requests for item location ____

Language functions:

- greet customer ____
- describe item location ____
- give directions ____

-Respond to requests for refund ____

Language functions:

- greet customer ____
- offer assistance ____
- ask for receipt ____
- count out refund ____
- thank customer ____
- record appropriate information on form ____

	1	2	3
Pronunciation			
Fluency			
Grammar			

Comments:

Key

√ - still practicing
+ - can do well
NC- not covered

1 - needs improvement
2 - satisfactory
3 - good

_____
employee signature

_____
date